

Shortlisting Scoring Criteria

This document should be used by applicants to fill out the 'evidence' section of the application form on Oriel and by assessors when shortlisting applications to score each application according to the criteria.

Under each of the seven domains are the questions which the applicants will have to answer in the application form. Below that is the scoring criteria and how the scores will be awarded. A [glossary](#) is included at the end of the document which provides more detail on sections of the scoring criteria.

Applicants will not be marked down on grammatical errors, however, answers need to clearly address the points outlined by the scoring criteria in this document. Evidence should be linked to the sub-specialty being applied for demonstrating its relevance. For example, providing a long list of prior experience and skills without explaining relevance to chosen sub-specialty will receive less marks than clearly presenting a few key examples with learning and relevance to sub-specialty explained.

There is no stipulation for the full word count to be used and answers can be written in any style that allows the evidence to be clearly understood, including bullet points, for example. Please note that it is not possible to format text in Oriel, so we recommend writing answers in Word or Notepad and pasting it into Oriel.

N.B. All members of the shortlisting and interview panels must have received training in equality and diversity within the last 3 years.

Assessed domains, questions and scoring criteria

Clinical experience relevant to application level and experience of applicant

Question: Describe your clinical experience to date and the skills you have acquired that are significant and specific to your sub-specialty application including details of transferable skills and your overall approach to patient care in acute/emergency and/or non-acute settings. *800 words maximum.*

N.B Additional marks may be awarded within the scoring range to answers which show a greater depth of understanding relevant to the sub-specialty and evidence of a patient-centred approach. Likewise, an answer with multiple examples will not necessarily score highly if the applicant doesn't link back to the relevant sub-specialty, transferable skills and own development.

No evidence	0
Generic description of training so far with little relevance to the sub-specialty and/or little attempt to explain relevance of skills	1
One significant and specific example of skills, with relevance to the sub-specialty	2
Two significant and specific examples of skills, with relevance to the sub-specialty	3

Two significant and specific examples of skills, with relevance to the sub-specialty and own development clearly explained (e.g. content or transferable skills)	4
More than two specific and significant examples of skills gained throughout clinical training to date, with relevance to the sub-specialty and with own development clearly explained (e.g. content or transferable skills)	5
More than two specific and significant examples of skills gained throughout clinical training to date, with relevance to the sub-specialty and with own development clearly explained with demonstration of a patient-centred approach (e.g. content or transferable skills)	6

Quality Improvement/Audit experience relevant to application level and experience of applicant

Question: Describe your involvement in quality improvement/audits, providing evidence where you have identified an opportunity for quality improvement and subsequently looked to improve clinical effectiveness, patient safety or the patient experience. Be sure to state your specific level of involvement with each stage in any projects mentioned, highlight what has changed as a result of each project and describe what you have learnt about the quality improvement/audit process. *600 words maximum.*

N.B Please note, the scoring below applies to quality improvement/audits that you have designed and led individually or, with the support of a colleague, e.g. senior trainee or consultant.

No projects undertaken	0
Participation in relevant clinical projects, but has not designed or led QIP/audit	1
Evidence of having designed and led a good quality project with clear description of findings and change in practice/local guidelines	2
Evidence of having designed and led more than one good quality project with clear description of subsequent change in local practice/guidelines	3
Evidence of having designed and led more than one good quality project with clear description of subsequent change in local practice/guidelines that has been adopted for one of the examples at a regional or national level	4

Leadership/Management experience relevant to application level and experience of applicant

Question: Describe clearly any leadership, managerial or organisational contributions you have made in your professional life (undergraduate or postgraduate) or outside of work. Be sure to state your exact individual contribution including what you have achieved, and time commitment involved in undertaking this role. This role can also be within a local organisation external to your place of work, provided you can evidence the relevance of skills/qualities/responsibilities gained, to your career in medicine. *600 words maximum.*

- N.B. Teaching/educational experience should be evidenced and scored within the teaching section.

No experience in leadership/management/organising role	0
Leadership/management/organising role within department e.g. rota organisation	1
Leadership/management/organising role at local/regional/national or international level requiring minimal time commitment and minimal responsibility, clearly described	2

Leadership/management/organising role at local/regional/national or international level requiring a moderate amount of responsibility, regular contribution and commitment, clearly described	3
Leadership/management/organising role at local/regional/national or international level with a significant responsibility held, demonstrating regular contribution and commitment, clearly described with evidence of the impact they have made and what they have learnt from this experience	4

Research achievements relevant to application level and experience of applicant

Question: Outline the areas of research in which you have been directly involved at an undergraduate or postgraduate level. When describing your research related experience state your role and the level of recognition the research outcomes have achieved. *600 words maximum.*

- N.B The scoring below applies to research undertaken at undergraduate or postgraduate level with the guidance of a clinical and/or academic supervisor.

Audit and QI should be evidenced and scored in the Quality Improvement/Audit section and not included under research achievements.

No research	0
Limited research experience	1
Evidence of a research project of a high standard with some input by applicant	2
Evidence of a research project of a high standard with significant input by applicant	3
Evidence of a research project of a high standard with significant input by applicant, which has achieved regional or national recognition	4

Publications/Presentations/Posters relevant to application level and experience of applicant

Question: Provide details of peer reviewed publications with the requested citations (anonymously) and PubMed number(s) (if available) (using additional details boxes), any other publications (books, letters, abstracts, digital), presentations and posters. Please also state authorships e.g., first author, co-author, etc. Only published or accepted publications will receive points. Submitted publications will not earn any points. Please note that abstracts relating to poster/oral presentations at national and international meetings will be awarded marks for presentations rather than publications.

- Applicants will be asked to indicate which category their presentation/poster falls into from the options provided below. Applicants will also provide author ranking for presentations/posters.
- When awarding points, please consider differentiation between single case reports vs more comprehensive studies for national or international meetings and award scores accordingly.
- It is acceptable to include a presentation/poster that has been accepted for an event which has been cancelled/postponed due to covid-19. Please make this clear in the 'additional details' box in the application for any to which this applies. Any presentation/poster that has just been submitted but not accepted should not be included.
- The RCPCH sub-specialty recruitment team will spot check a range of these applications to check authenticity of publications during the longlisting process.

No publications/presentations/posters	0
At least one of the following: single case report; letter published in peer reviewed journal; oral presentation/first author poster at national meeting or co-author poster at international meeting	1
More than one case report/letter published in peer reviewed journal OR co-author of peer review publication or book chapter OR oral presentation or first author poster at international meeting	2
Evidence of a peer reviewed publication (excluding case report) or book chapter as a first author	3
Evidence of more than one peer reviewed publication (excluding case report) or book chapters as a first author	4

Education - Involvement in teaching relevant to application level and experience of applicant

Question: Describe your experience of teaching/educational delivery and different teaching methods you have utilised. Please detail any contributions to the design, and delivery of teaching/education that you have been involved with and describe your exact contribution in these areas. Include details of any formal training in teaching, e.g. 'Teach the Teachers', Generic Instructors Course (GIC) or equivalent, diploma or degree in postgraduate medical education. *600 words maximum.*

- The first 3 points are to be awarded for involvement in teaching. A further point can be gained if a formal qualification in teaching/education has been completed. The maximum points that can be achieved in this area of assessment is 4.
- Candidates must have completed the course/qualification, not just registered or have recommendation for instructor status.

No experience of having delivered teaching	0
Evidence of delivering local departmental teaching	1
Evidence of delivering regional postgraduate teaching or undergraduate medical school teaching	2
Evidence of having designed and delivered regional postgraduate teaching or undergraduate medical school teaching	3

- The point for formal teaching is awarded on top of the score for the above criteria - i.e. it does not automatically guarantee a total score of 4 in this area

Completed Generic Instructor Course (GIC), Teach the Teacher's or equivalent, diploma, degree or certificate in postgraduate medical education	+1
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Statement to support application relevant to level of application and experience of applicant

Question: Please outline your career aims and motivations, along with any additional information you would like to provide to support your application, particularly with regard to demonstrating your commitment and any personal attributes particular to the sub-specialty that you are applying for. *600 words maximum.*

Weak statement with unclear commitment to the specialty, career aims and or motivation.	0
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Some motivating factors but appears general and unfocused with no specific examples or understanding of chosen sub-specialty	1
More focused motivation described using some specific, relevant examples but lacking evidence of understanding and commitment to the sub-specialty	2
Clear description of motivation and experiences to date which shows an understanding and commitment to the sub-specialty	3
Excellent description of motivation and experience to date which clearly shows an in-depth understanding and commitment to the sub-specialty and describes their potential career path	4

MAXIMUM SHORTLISTING SCORE:	30
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Please note, the number of shortlisters for each sub-specialty may vary depending on the number of applications. Scores from each shortlister will be combined to give a total score which will then be used for the final ranking of all candidates at shortlisting to determine who is invited to interview. Shortlisting scores will not be carried over to interview but may be used in the event of a score tie at interview.

Shortlisting scores are used to ensure candidates have attained a suitable standard to progress to interview. Once shortlisted, ranking and meeting the criteria for being appointed is determined by performance at interview which assesses potential of applicant to train in that sub-specialty rather than just prior experience. At interview, shortlisting scores are only used in the event of a score tie.

Annex A. Shortlisting scoring criteria glossary

Clinical experience	
Significant and specific example of skills, with relevance to the sub-specialty	Skill / experience where applicant is clearly able to demonstrate how this is relevant to their chosen sub-specialty and details any transferable skills.
Quality Improvement/Audit	
Designed and led	Applicant clearly states how they set up QIP and took lead in collecting and analysing data (this can be with support of a colleague, e.g. senior trainee, consultant etc).
Designed and led... with clear description of findings and change in practice/local guideline	As well as the above applicant describes how they disseminated information through local governance structure and what was the impact of the QIP.
Adopted at a regional/national level	As well as the two points above the change in local practice/guidelines has been adopted across HEE, NES and NIMDTA deaneries or equivalent outside of UK, or adopted at national level across the UK/England/Scotland/Wales/Northern Ireland/or equivalent outside of UK.

Leadership/management experience	
Leadership/management/organising role	Applicant is able to demonstrate that they have taken on a role of responsibility in addition to their normal clinical duties where they have made significant contribution in terms of period of time that they have undertaken this role and personal input.
Requiring minimal time commitment and responsibility	Infrequent (less than quarterly) meetings/events (inc. group sessions, classes, meet-ups for non-work examples), no involvement in agenda setting/set up or additional sessions (e.g. working groups, training, one-off events). May submit some papers/resources on occasion.
Moderate amount of responsibility	Regular (quarterly or more) meetings/events (inc. group sessions, classes, meet-ups for non-work examples). Involved in agenda setting/set up or additional sessions (e.g. working groups, training, one-off events). Regularly involved in putting together papers/resources.
Significant responsibility held	Regular (quarterly or more) meetings/events (including group sessions, classes, meet-ups for non-work examples). Leads on agenda setting/set up and takes responsibility for additional sessions (e.g. leading or delegating working groups, training, one-off events). Regular contribution and oversight of papers/resources.
Research achievements	
Research project of a high standard	The research project has added robust evidence to the field of medicine (doesn't have to be paediatrics) answering a novel question with an appropriate study design including appropriate ethical approval where required.
Limited research experience	Regular (monthly) participation in journal clubs, attended research course, incorporates evidence based approach to clinical practice but has not been directly involved in research study.
Some input	Holds Good Clinical Practice (GCP) and has recruited patients into research studies and or collected research data

Significant input	Lead investigator responsible for design/data collection/analysis alone or leading a team (this can be with the support of a colleague, e.g. senior trainee, consultant etc).
Regional or national recognition	Applicant has received regional or national acknowledgement of research study which may be presented at a regional or national meeting, award and or acknowledgement in a regional or national publication.
Publications/Presentations/Posters	
Single case report	Single publication in a peer reviewed journal detailing a clinical case or clinical case series.
Letter	Letter to author/editor of peer reviewed journal in response to published article or topical area for discussion which has been published in peer reviewed journal.
Peer reviewed publication	Publication which has been independently appraised by relevant professionals before being accepted for publication. Please notes that abstracts of presentations are not counted as publications and should be marked according to whether or not the applicant was a first author for a poster or oral presentation at a national or international meeting.
National meeting	Meeting organised by a national organisation, e.g. The British Medical Association or RCPCH.
Co-author	Applicant is listed in authorship but is not first author.
International meeting	Meeting organised by an international organisation, e.g. The European Academy of Paediatrics or the North American Society.
Book chapter	This could be a chapter in a hard copy book, an e-book or an educational website e.g., FOAMED (Free-open access medical education) or DFTB (Don't Forget the Bubbles) provided it is peer reviewed.
Education - Involvement in teaching	
Local departmental teaching	At departmental level - within local organisation/ employing Trust.
Regional postgraduate teaching	E.g. across HEE deaneries.

Undergraduate medical school teaching	As part of an undergraduate course - set module/designated clinical teaching.
Delivered teaching	Applicant describes how they have facilitated/ taught a group of people.
Designed and delivered	As well as above applicant clearly states the purpose of the teaching and how they structured a teaching module/course.
Formal teaching qualifications	Applicant can demonstrate that they have completed a Generic Instructors Course, Teach the Teachers, diploma or degree in postgraduate medical education.
Statement to support application	
Specific and relevant examples	Applicant should relate experience to their chosen sub-specialty and demonstrate transferable skills as appropriate.